

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Every subject needs an evaluation at the end of the course to measure the students' achievement of the material that has been taught. To obtain the accurate information concerning the students' achievement, the test should be valid, reliable and usable. This means determining what is to be measured and defined precisely that the test items should be able to measure what it is intended to measure. It also means specifying the achievement domain of the achievement task.

Unfortunately, there are some test items which do not fulfill the requirement for a good test. Stamboel (1982:47) states that there are some traditional items which do not contain the understanding of certain problem relations. The items only reflect the understanding about the fact of the lesson. Wallaxe and Larson (1978:7) said that the test themselves are imperfect. Indeed, some are seriously flawed. The test are sometimes use unwisely, misinterpreted, overinterpreted, or handled as weapons rather than as tools. They reflect particular perception of the goals of education which not all educators share.

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, people cannot communicative effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from

learning a foreign language. It is understandable that most learners vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and writing exercises (Krasnen, 1981:55). Anyhow, this does not mean that explicit vocabulary instruction is less important.

Based on the problem above the writer wants to conduct a research on the vocabulary test design held in SLTP Muhammadiyah 2 Surakarta. Actually, there are few teachers giving vocabulary test, most of them have less concerned to vocabulary test. In this research the writer describe the vocabulary test design for the first year students held in SLTP Muhammadiyah 2 Surakarta.

Test of vocabulary is important at the outset to decide which words you expect your students to recognize (i.e., their passive or receptive vocabulary) and which words you expect them to use (i.e., their active or productive vocabulary).

Test of vocabulary often provides a good guide to reading ability. It is usually necessary for students to demonstrate not only a knowledge of the meaning of particular word but also an awareness of the other word with which is generally use (i.e., collocation). However, in addition to their usefulness in proficiencie test, vocabulary test is also useful in progress tests as they lend themselves to follow-up work in class. Most people can recognize for more words than they can actually use.

By doing the vocabulary test, the teacher will know the progress of the student in teaching learning process. It makes the teacher more easy to get the

best step for choosing the best method in teaching learning process and in giving test.

Test of vocabulary can give by any kind of games or puzzle and other method so the students will not feel afraid to face the English lesson and the test of vocabulary and think that test is not like test.

## **B. Problem Statement**

Based on the previous explanation, the writer presents the following problem:

1. What is the vocabulary test design for the first year students of SLTP Muhammadiyah 2 Surakarta.
2. What the advantages in giving vocabulary test.
3. What are the difficulties faced by the students when they are faced the test.
4. What are the difficulties faced by the teacher when designed the test.

## **C. Limitation of Study**

In this research the writer limits the study as follows :

1. The subject of study is limited to the English teacher of the first year students of SLTP Muhammadiyah 2 Surakarta.
2. The data analyzed are limited to result of observation and interview with the English teacher.
3. The object of the study is limited only on the vocabulary test design.

## **D. Objective of the Study**

The objectives of the writing the thesis are elaborate as follows:

1. To describe the vocabulary test design for the first year students of SLTP Muhammadiyah 2 Surakarta.
2. To describe the difficulties faced by the student and teacher in vocabulary test.
3. To describe the advantages of the vocabulary test design for the first year students of SLTP Muhammadiyah 2 Surakarta.

#### **E. Significance of the Study**

The writer hopes that the result of the study :

1. will be able to help the teacher in giving an effective test.
2. will be able to help the teacher to give a test based on characteristic of a good test.
3. will be useful for the teacher in increasing the English vocabulary test.

#### **F. Research Paper Organization**

This research paper is divided into five chapters.

Chapter I is Introduction, it deals with the background of the study, research problem, limitation of study, significance of the study, research paper organization.

Chapter II is Underlying Theory, it deals with language testing, characteristic of a good test, vocabulary test design.

Chapter III is Research Method, it deals with kind of research, object of the study, method of collecting data, technique for analyzing data.

Chapter IV is the Result of Observation and Discussion, it deals with teaching learning process on vocabulary, material of the test, technique in

testing vocabulary, vocabulary test design held in SLTP Muhammadiyah 2 Surakarta.

Chapter V is Conclusion and Suggestion.

## **CHAPTER II**

### **UNDERLYING THEORY**

#### **A. Language Testing**

Testing is an important part of every teaching and learning experience. The term test, measurement and evaluation are easily confused because all may be involved in single process. Teachers usually use the term measurement and evaluation interchangeably but actually, they have their own definition. According to Groundlund and Linn (1990:5), a test is measurement or systematic procedure for measuring a sample of behavior. A test is answering the question "how well does the individual perform his behavior in comparison with other or in comparison with a domain of performance task?". A measurement is the process of obtaining the numerical description of the degree to which the individual processes a particular characteristic. It is answering the question "how much?". In addition, an evaluation is the systematic process of collecting, analyzing and interpreting information to determine the extent to which pupil are achieving instructional objectives. It is answering the question "how good ?".

From the definition above, evaluation is a much more comprehensive and inclusive term than measurement, and a test is just one type of measurement. The term measurement is limited to quantitative description of pupil, the results of measurement are always expressed in number.